

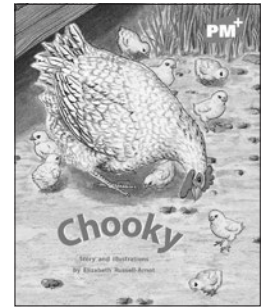
# Chooky

PM Level 15

Orange

**Text Type** Narrative

**Running Words** 262



## Preparing for Guided Reading

### Orientation to the text

- Re-read *Baby Lamb is Hungry* (PM level 4). Discuss the number of young that some animals have to care for.

### Prior knowledge

- Chooky is a caring mother. However, she has a family of nine little chicks to care for. When one little chick runs off to get a worm, it is not Chooky but a hungry rat and a farm cat that observe the little chick all alone.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*just, much, nine*

#### Content Words

*chicks, didn't, hard, just, turned*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when required.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; attending to print details.

### Focusing on the story – guided reading

- Discuss the cover illustration, and introduce Chooky and her family of nine little chicks.
- Talk about caring for nine babies! Observe that the chicks learn by watching and copying their mother.
- Predict why the rat is watching. Encourage students to read to check predictions.
- Ensure that students understand that Chooky is a 'good' mother but she is unable to watch all her chicks all the time. Discuss the added tension that the cat brings to the story. Cats as well as rats catch chicks to eat!

- Observe how vulnerable the lone chick looks. Notice that even when the cat raced after the rat, the chick was still unaware of danger! Talk about cats as natural predators of rats.
- Enjoy the happy ending. Read these pages with expression.
- Revise the digraph *ch* in *Chooky* and *chicks*. Ask students to list other words that contain this digraph.
- Revise consonant blends *gr* and *st* in *grass* and *stones*. Make a list of other words that contain these blends.
- Discuss different ways of making plurals, e.g. change the *i* to *y* and add *-es* to change *baby* to *babies*.
- Discuss the comparative form of the adjective *big*, i.e. *bigger*. List other similar examples, e.g. *long*, *longer*; *small*, *smaller*.

### Comprehension

- What was Chooky looking for? (*Literal*)
- Why was the one chick left alone? (*Literal*)
- What do chickens like to eat? (*Inferential*)
- Why do chicks need their mother? (*Inferential*)

### Follow-up activities

- Identify the main events in the text. Encourage students to retell the story by drawing cartoon-type sketches of the main events.
- Build vocabulary lists that describe the characters in the story, e.g. size, colour, body features, habits, etc. Have students write *Who am I?* riddles to read to each other.
- Read other PM books about mother animals keeping their young safe (*The Nest on the Beach*, PM level 14). Have students draw and write their ideas in little booklets. Encourage them to present these to the class.
- Invite students to write persuasive pieces of writing about why people like baby animals. Demonstrate by recording some of the students' ideas on the whiteboard.
- Provide paper bags for mask making. Have students wear the masks as they dramatise the story.

## Learning Intentions

- We are learning to integrate a variety of skills and strategies to decode unfamiliar words.
- We are learning to use a variety of comprehension strategies to predict or check meaning.

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## Success Criteria

- I can use meaning, language structures and visual information to help me decode fluently.
- I can apply prior knowledge, think aloud, and attend to details in illustrations and print to bring greater meaning to the texts I read.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up